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ABSTRACT

Project Chinese Opportunities in Career Education (Project CHOICE) was evaluated under the Elementary and Secondary Education Act, Title VII. Project CHOICE was designed to serve the needs of a large number of Chinese bilingual students with programing incorporating both business/vocational education and academic components. The program was to provide students with the opportunity to take a full range of bilingual career education courses, along with bilingual content courses in mathematics, science, social studies, English as a Second Language (ESL), and native language arts. Staff and curriculum development and parental involvement were also part of the design. In 1991-92, the project enrolled 229 male, and 242 female students, with gender not stated for 7. The project's strengths included its effectiveness as liaison among school staff, students, and parents as well as the excellent curriculum design for promoting academic achievement. Participants had high attendance, a passing rate well over the standard required, a high graduation rate, and a large percentage of graduates who went on to college. Project CHOICE made active outreach efforts to the community and other schools and districts, and conducted a variety of cultural activities for students and parents. Parents were provided with ESL classes, and staff were given Chinese classes. The project met its declared objectives, and was fully implemented. Appendix A describes data collection and analysis, and appendix B describes instructional materials. (SLD)

ED357127

OREA Report

Chinese Opportunities in Career Education (Project CHOICE)
Transitional Bilingual Education Grant T003A80022
1991-92

FINAL EVALUATION PROFILE

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Chinese Opportunities in Career Education
(Project CHOICE)
Transitional Bilingual Education Grant T003A80022
1991-92

FINAL EVALUATION PROFILE

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7/1/92

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Chinese Opportunities in Career Education (Project CHOICE)

Transitional Bilingual Education Grant T003A80022
1991-92

EXTRACT

PROJECT DIRECTOR: Katherine Sid FUNDING CYCLE: Year 4 of 5

SITES

High School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Seward Park	Manhattan	9-12	354	293
Norman Thomas	Manhattan	9-12	100	111

*The project enrolled 478 students (45 less than in the previous year), serving 454 in the fall and 404 in the spring. Male students numbered 229, female 242; gender was not stated for 7.

STUDENT BACKGROUND

Native Language		Number of Students	Countries of Origin	Number of Students
Chinese		476	China	418
Cantonese	322		Hong Kong	36
Mandarin	97		Taiwan	8
Other	57		Malaya	6
Unreported		2	Vietnam	3
			Other	7

Median Years of Education in Native Country: 8.0; in the United States: 2.0

Percentage of Students Eligible for Free Lunch Program: 87.9

ADMISSION CRITERIA

Program admission was based upon students' scores at or below the 40th percentile on the Language Assessment Battery (LAB), interviews by the project director and/or Chinese bilingual resource specialist, and placement tests in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and content area subjects.

PROGRAMMING

Design Features

Project CHOICE was designed to serve the needs of a large number of Chinese bilingual students with programming incorporating both business/vocational education and academic components. The program was to provide students with the opportunity to take a full range of bilingual career education courses. These were offered along with bilingual content courses in mathematics, science, and social studies; E.S.L.; and N.L.A.

Staff and curriculum development and parental involvement were also part of the design.

Capacity building. In the next (fifth) year of the project, Seward Park and Norman Thomas High Schools will continue to provide services to students using tax-levy, Chapter 1, and other state and local funds.

Staff training will be continued using the resources of the New York Area Chinese Asian Bilingual Education Technical Assistance Center (CABETAC).

Strengths and Limitations

The project's strengths included its effectiveness as liaison between school staff, students, and parents, as well as the excellent curriculum design for promoting students' academic achievement. Participating students had high attendance, a passing rate of over 90, a high graduation rate, and a large percentage of graduates who went on to college. The project established a strong materials development component and shared its curriculum materials citywide. Project CHOICE made active outreach efforts to the community and other schools and districts and organized a variety of cultural activities for students and parents. The project provided parents with E.S.L. classes and staff with Chinese (Mandarin) classes.

CONCLUSIONS

Project CHOICE was fully implemented. As it had done last year, it met all its objectives for E.S.L., N.L.A., content area subjects, career education, attendance, staff and curriculum development, and parent involvement.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 6)

Title	Degree	Language Competencies	Title VII Funding	Other Funding
Resource Specialist	M.A.	Chinese	Full time	
Resource Specialist	M.A.	Chinese	Part-time	Tax-levy
Family Worker		Chinese	Full time	
Educational Assistant		Chinese	Full time	
Educational Assistant		Chinese	Full time	
Educational Assistant		Chinese	Full time	

Other Staff Working with Project Students

The project director was paid with tax-levy funds. The project reported only partial information about staff working with project students at the participating schools. Of 81 teachers at Seward Park High School, all were certified in the subjects they taught. They all held bachelor's degrees, and more than half of them had advanced degrees (i.e. master's and doctorate). Approximately 30 percent of them were proficient in teaching in Chinese. At Norman Thomas High School, there was a Chinese language arts, a mathematics, and a social studies teacher, all of whom were proficient in Chinese. At that school, a guidance counselor and a paraprofessional, both of whom were proficient in Chinese, worked with project students.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Level	Periods Weekly
Literacy	10
Beginning	10
Intermediate	10
Advanced	5
Transitional	5

For a list of instructional materials, see Appendix B.

Among the instructional strategies used were story-telling, song, and cooperative learning. The E.S.L. teachers worked closely with the content area teachers and carried over instruction in E.S.L. to the content areas.

- As a result of participating in the project, E.S.L. students will make statistically significant gains in English language proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: May 1991; posttest: May 1992.

Number of students for whom pre- and posttest data were reported: 352

Percent of students with pretest/posttest gains: 33.2

Mean gain: 1.8 N.C.E.s (s.d.=6.4)*

Mean gain is statistically significant (t=5.17, p<.05).

Project met E.S.L. objective.

Native Language Arts (N.L.A.)

The project offered five periods weekly of Chinese language arts classes (beginning, intermediate, and advanced) based upon students' proficiency. Instructional strategies included using literature, news articles, and essays to develop language proficiency.

- By the end of the project period, 70 percent of the students participating in Project CHOICE will demonstrate growth in native language proficiency as measured by achieving a grade of 65 percent or higher.

Evaluation Indicator: final course grades.

There were 312 students enrolled in the fall, and 90.4 percent of these passed. In the spring, 218 students were enrolled, and 89.0 percent passed.

Project met N.L.A. objective.

Content Area Subjects

Project students took courses in mathematics, science, social studies, and career/technical education, all of which were taught in English supplemented by Chinese. Teachers used the *Subject Glossaries* (series in biology, global, and American history). Various Chinese supplementary texts were used to help students with mainstream content area curricula, including *Biology* (A.B.C.), *Understanding the World*, and *United States History and Government*.

Seward Park High School provided 90 Chinese bilingual classes daily in mathematics, social studies, science, business, and the performing and visual arts. Norman Thomas High School provided bilingual mathematics, global history, and occupational education.

- By the end of the project period, 70 percent of the students participating in Project CHOICE will demonstrate mastery of the appropriate course of study as measured by achieving a final grade of 65 percent or higher.

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Evaluation Indicator: final course grades.

PASSING GRADES IN CONTENT AREA COURSES

High School	Subject	Fall Enrollment	Fall Percent Passing	Spring Enrollment	Spring Percent Passing
Seward Park	Mathematics	243	79.0	214	79.0
	Science	220	80.9	151	85.4
	Social Studies	200	89.5	223	87.0
	Career/Tech	89	93.3	110	97.3
Norman Thomas	Mathematics	83	88.0	100	87.0
	Science	49	85.7	72	88.9
	Social Studies	63	76.2	98	88.8
	Career/Tech	43	76.7	46	93.5

Project met content area subject objective.

Attendance

- By the end of the project period, 75 percent of the participating students will maintain an attendance rate of above 90 percent.

ATTENDANCE RATES

High School	Project Students	Mainstream Students	Difference
Seward Park	98.0	82.1	15.9 *
Norman Thomas	97.8	79.8	18.0 *

*$p < .05$

The mean attendance rates for project and mainstream students are presented above. Attendance was improved over previous year's rates of 96.6 at Seward Park High School and 93.9 at Norman Thomas High School.

At Seward Park High School, 95.2 percent of participating students maintain attendance rates above 90 percent. At Norman Thomas High School, 96.7 percent of project students maintain attendance rates above 90 percent.

Project met attendance objective.

Support Services

Project CHOICE provided academic and personal counseling, college advisement, placement in training programs, and career orientation. The staff members contacted families by telephone and mail.

The project did not propose an objective in this area.

Dropout Rate

The project did not propose an objective for dropout rate. Eleven students (2.3 percent of participants) dropped out. This was lower than the mainstream students' rate at both sites and lower than what it had been in the previous year by eight students.

Enrollment in Post-Secondary Institutions

The project did not provide data on the number of students going on to enroll in post-secondary institutions.

Students With Special Academic Needs

Referral to special education. Teachers and project staff initiated recommendations and referred students who seemed to have special needs to a Chinese bilingual guidance counselor. With parents' permission, they also referred students to the School-based Support Team (S.B.S.T.) for further testing to identify their needs for special education. Two students (0.4 percent) were referred to special education, one more than in the previous year.

Referred to remedial programs. As in the previous year, no students were referred to remedial programs.

Referred to gifted and talented programs. No students were referred to the gifted and talented program, nor were they in the previous year.

Mainstreaming

Seven students (1.5 percent of participants) were fully mainstreamed this year.

Academic achievement of former project students in mainstream. The project did not provide data on former program participants.

Other Activities

A tutoring program, at both sites, was offered by bilingual teachers, paraprofessionals, and Arista (national honor society) students.

Project CHOICE sponsored student activities such as the annual China Nite and a theatrical performance presented by the Seward Park High School Chinese Culture Club. In addition, sports events, contests, and a special trip to Ellis Island were arranged. Participants were also involved in community work, serving as interpreters for parents during Open School Night and at neighboring elementary schools.

Staff Development

- By the end of the project year, staff members will have attended a total of ten workshops and in-service training sessions.

Staff members attended routine staff development activities in schools (monthly faculty conferences, staff development days, and monthly department meetings) as well as 15 professional activities at different levels (city, state, national).

Project met staff in-service training objective.

- By the end of the project period, five staff members and/or tax-levy instructional staff serving Project CHOICE students will have taken credits in bilingual education, career education, computer education, or other subject areas related to the goals and objectives of the project.

During both semesters, eight staff members took 13 different courses in special education, educational administration, science, and engineering.

Project met objective for staff taking courses.

- By the end of the project year, staff members will have conducted four in-service workshops related to the goals and objectives of the project.

In-service workshops were held on the following topics: China today, cooperative learning techniques, multicultural endeavors, expository writing in Chinese and English, and New York State certification requirements for E.S.L. and bilingual teachers.

Workshops on a variety of topics were also offered at other sites, including those presented by the Multifunctional Resource Center (MRC) at Hunter College.

Project met staff workshops objective.

Curriculum Development

- By the end of the project period Project CHOICE staff will have produced a set of Chinese-English bilingual tape/booklet glossaries in career/technical subjects such as keyboarding, word processing, drafting, and the content areas of mathematics and social studies.

The project developed glossaries and accompanying tapes in occupations, mathematics, global history, computers, and biology.

Project met Chinese-English glossaries objective.

- By the end of the project period staff members of Project CHOICE will have produced a set of Chinese curriculum materials for the Introduction to Occupations course.

The project compiled bilingual materials for courses in occupation education as well as the content areas.

Project met objective for Chinese curriculum materials.

- By the end of the school year, Chinese/English informational materials for students, parents, and staff will have been developed.

The Student Handbook and *The Parent Handbook* were revised. Project staff constructed parent and teacher questionnaires and translated school information as needed by students and parents.

Project met informational materials objective.

Parental Involvement

- By the end of the project year, a total of approximately 150 parents will have attended the project's fall and spring parent-teacher meetings.

A total of 200 parents attended two parent-teacher meetings in the fall. Approximately 60 parents of participating students attended each of the four parent-teacher conferences. These meetings provided parents with information about the school system, graduation requirements, and their rights as parents. Participants also discussed differences between the cultural and educational systems of the United States and those of their native countries.

Project met parent-teacher meeting attendance objective.

- By the end of the project year, 90 percent of the parents who participated in the parents' E.S.L. workshop will indicate that they have improved their English a great deal.

Parents completed a questionnaire at the end of the spring semester and indicated that they had improved in English after attending the parent E.S.L. workshops. The adult education classes provided parents with literacy instruction in English and an effective forum for discussing roles and responsibilities in their children's education.

Project met parent E.S.L. objective.

- By the end of the project year, parents will have participated in the Parents' Advisory Committee and will have taken an active role in policy decisions regarding planning, organization, and implementation of program activities.

Thirty parents participated in the New York State Association for Bilingual Education (SABE) Conference Parent Institute and 76 participated in the annual Citywide Chinese Parents' Conference in May. They attended a Parents Advisory Committee (PAC) meeting in January.

Project met objective for parent participation.

CASE HISTORIES

When W. first arrived at Seward Park High School, her knowledge of English was limited, and she was placed in the second level of E.S.L. She was an active student, and participated in the Chinese Culture Club and Arista. She also worked as a monitor in the Guidance Office.

In addition to her school work and extracurricular activities, W. worked in a factory on weekends but also found time and energy to participate in the City Volunteer Corps working in a soup kitchen feeding the homeless.

W. graduated from Seward Park High School in June 1992, after only three years in the United States. She has earned an average of 94.95 which ranks her fourth in her graduating class of 431 students. W. has been awarded a U.F.T. college scholarship and was accepted by several colleges.

APPENDIX A

DATA COLLECTION AND ANALYSIS

COLLECTION

OREA evaluation consultants visit sites and interview key personnel. The project director gathers data and, with the consultant, completes forms (as shown below) as necessary.

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

ANALYSIS

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be

attributed to project services. Scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To test whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test and reports the differences between the two proportions. The level of significance is set at .05 for all tests.

Techniques For Minimizing Error

The evaluation procedures minimize error by providing for proper administration of evaluation instruments through a combination of testing at 12-month intervals, appropriate analysis procedures and reporting.

Instruments of measurement include the LAB (see above), the Degrees of Reading Power (D.R.P.) test, the Metropolitan Achievement Test--Mathematics (MAT-Math), El Examen de Lectura en Español (ELE), Likert-type scales (see above), and project-developed tests. Except for Likert scales and project-developed tests, these instruments are scored on a citywide basis at the Scan Center of the New York City Public Schools.

APPENDIX B

INSTRUCTIONAL MATERIALS

E.S.L.

English for a Changing World	C. Bank	Scott, Foresman	1983
Side by Side	Molinsky & Bliss	Prentice Hall	1983
Turning Points	R. Saitz	Addison-Wesley	
Gallery	Passman	Oxford	
At the Door	McKay & Petitt	Prentice Hall	1984

N.L.A.

Practical Chinese Reader, Books 1 & 2	Liu Yu, Al	Commercial Press	1989
Chinese Language Arts, Books 1-3	Evaluation Assessment Center	E.S.E.A. Title VII	1983
Readings in Contemporary Chinese Literature			
Best Chinese Literature	Xie Bing Ying	San Min Publishing	

Mathematics

High School Math		HEIAN International	

Science

General Science
Chinese Supplementary Text for Biology
Human Development
RCT Science Review Text

Social Studies

Chinese Supplementary Text for "Understanding the World"
Supplementary Text for "U.S. History & Government"
Global History Review Glossary
An Outline of American Government